

# Busy Little Bees Nursery (Shirley)

2 Newborough Road, Shirley, Solihull, West Midlands, B90 2HA

## Inspection date

16/05/2013

Previous inspection date

11/01/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children move around the nursery with confidence. They make good use of the bright, welcoming and well-resourced learning spaces inside and outdoors.
- Children are effectively safeguarded because the staff have up to date and relevant knowledge and understanding of the procedures to follow if they have concerns about a child.
- Self-evaluation takes into account the views of staff, parents and children. This supports the identification of the nursery's strengths and weaknesses and is used to establish well-targeted improvement plans.

### It is not yet good because

- Older children's learning and development is not fully supported because the good quality staff interaction is not consistent throughout the nursery.
- Procedures to support children's good health and well-being vary in quality. This is because children are not always able to reach the soap in the bathrooms and sleeping arrangements are sometimes disorganised.
- There is scope to enhance the opportunities for children to speak in their home languages and use signs and labels written in different scripts so that children recognise and value a variety of languages.
- There is room to increase the displays of children's creations to help them reflect on their successes and to further support their self-confidence and self-awareness.

## **Information about this inspection**

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## **Inspection activities**

- The inspector observed activities throughout the nursery.
- The inspector spoke with the manager, owner, staff and children at appropriate times throughout the observations.
- The inspector looked at documentation, including children's assessments, planning, and a selection of policies and procedures.
- The inspector also took account of the views of parents in information included in the nursery's evaluations and action plans.

## **Inspector**

Lucy Showell

## **Full Report**

### **Information about the setting**

The Busy Little Bees Nursery (Shirley) was registered in 2006 on the Early Years Register. It is situated in converted domestic premises in the Shirley area of Solihull, and is managed by Busy Little Bees Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from four playrooms and there is a fully enclosed area available for outdoor play. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 and above.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure all staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction in order to encourage a mix of adult-led and child-initiated activities and increase children's confidence in their own abilities
- improve the provision for children who wish to sleep through ensuring the spaces used are suitably equipped and organised and bathroom supplies, such as soap, is accessible to children in order to support children's good health and encourage their understanding of the importance of good hygiene practices.

#### **To further improve the quality of the early years provision the provider should:**

- promote further all languages spoken and written by parents and children by providing interesting opportunities for children to use their home languages, and through displaying different words so that children recognise and value a variety of different languages and scripts
- enrich the opportunities for children to reflect on their successes by decorating the rooms with more examples of their creations to maximise children's self-confidence and self-awareness.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The staff are increasing their knowledge of the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They understand how children learn and provide some good opportunities and activities to promote their development. Staff listen to advice and guidance from their early years team and are researching and trialling suitable methods of monitoring children's progress.

Children's starting points are assessed well on entry. For example, at initial visits, parents are invited to share information about their child's development. The valuable detail from parents, such as likes, dislikes and favourite activities is used effectively to support the staff's observations of the children. As a result, staff learn about the children's preferences and skills and build on these to help children to settle well into the nursery.

Staff share records of children's learning, daily feedback and ideas for activities at home with parents which link to what the children are doing at nursery. This is to support consistency and keep parents and staff informed about children's progress and preferences. In addition to this staff are trying to encourage parents to attend open days which provide good opportunities to liaise with staff and to share activities with their children. As a result, children's learning is supported adequately both at the setting and at home.

Children receive some good praise and encouragement for their efforts and achievements. Some staff interact effectively responding to the children and asking some appropriate questions to extend their learning. For example, staff encourage children to join in with a story asking what they think will happen next as they follow along holding puppets and props. However, other staff are too focussed on routines and outcomes rather than engaging with children and helping them to become fully involved and more confident to initiate their own activities.

Children access a good variety of resources to support their development across all areas of learning. Children enjoy choosing the different activities within the varied zones around the rooms. Babies play in the ball pool crawling in and out and extend their physical abilities further as they cruise around the well-positioned furniture. Staff praise and encourage children as they press buttons and twist dials on a good variety of activity toys. Toddlers enjoy painting and drawing and like to select the different resources from the low-level storage draws. They choose from a suitable range of construction bricks to build towers and structures.

In the pre-school rooms, children enjoy selecting books and sitting with their friends to enjoy a story. There are some good opportunities for children to write for various purposes and several examples of print for children to copy. However, the nursery is less successful in supporting communication for children who speak English as an additional or dual language. This is because there is room to enhance children's recognition and value of different languages by providing more opportunities for children to speak in their home

languages and displaying examples of print in scripts other than English.

In the role-play areas children use their imaginations well as they look after their 'babies', dressing and feeding them or help one another to make 'dinner' in the kitchen. This extends to outside as the children push the buggies or ride on bikes and in cars to go to the 'shops'. Furthermore, outside children enjoy pouring and scooping in the sand, drawing pictures at the table and counting the numbers as they build the hopscotch mats together. These activities support children to develop some of the skills needed to help prepare them for the next stages in their learning and onto other settings or school.

### **The contribution of the early years provision to the well-being of children**

Children play in bright and welcoming surroundings throughout the nursery. Each of the rooms are spacious and well resourced and good use of the equipment supports children's learning and development effectively. The nursery is warm, homely and child-friendly. There is careful use of colours and soft furnishings, such as comfy cushions, which help children to feel at ease in their environment. There are some brightly coloured displays in each room and valuable information for parents which depict positive images of diversity. However, there are too few examples of the children's pictures and paintings displayed to help them reflect on their successes and to support their self-confidence and self-awareness as effectively as possible.

Staff are generally warm and caring which promotes children's confidence and sense of belonging. The key person system is effective in supporting individual needs with some positive relationships emerging. Initial information about children's likes, dislikes and care needs is gained from parents and some useful information about the day's events is shared at the end of each session. Children appear comfortable and are becoming more aware of safety as they enjoy free access to the resources. Children receive gentle reminders during play not to run around inside or to get too many toys out at a time. This encourages children to manage their own surroundings and develop an awareness of safety as they minimise possible hazards. The staff are generally positive role models and use consistent strategies and age and stage appropriate explanations to provide children with a clear understanding of acceptable behaviour. They encourage some good manners and help children to take care of their environment and resources by tidying up together when they have finished playing.

Children are developing some effective independent self-care skills. Their care needs are managed well with regard to children's individual routines being followed. Some use the toilet with confidence and ask for help if needed whilst those in nappies are taken care of effectively. However, while children are encouraged to wash their hands after toileting, playing outside and before meals, the soap is sometimes left on a high shelf out of children's reach. This means that children are not made aware of the importance of good hygiene practices and are not always able to fulfil their personal routines independently. Furthermore, because bedding is sometimes shared between children, staff are not fully protecting children from spreading germs with one another.

Nutritious and well-balanced meals are provided and children are happy to choose and

help serve their meals and pour drinks with staff supervision. Some children have a packed lunch due to parental preferences. They all enjoy sitting together sharing stories and daily news as they eat. These opportunities help children to make good choices and promote their understanding of their health and dietary needs. Furthermore, the regular outdoor activities provide children with good opportunities to enjoy fresh air and become more aware of the benefits of exercise. For example, children run around after each other taking turns to be the 'monster'. Meanwhile others play parachute games with staff and peers, running underneath as the parachute is lifted up. There are suitable spaces for a variety of activities. Staff explain how they are keen to develop the access for children to choose when they go out. They are considering the safety aspects and how to ensure children are appropriately supervised if the doors are open to allow free access at times in the day.

Children who have special educational needs and/or disabilities are supported well. This is because staff focus on ensuring that all children are valued in the nursery and adapt practice to meet the individual needs effectively. Staff maintain a good level of communication with parents and actively seek advice and guidance from other professionals in order to gain knowledge and skills to ensure all children's needs are met. Staff recognise diversity as a strength and are happy to celebrate festivals and events to promote children's understanding of different cultures. Staff create an environment that is welcoming, and safe with some good opportunities for children to enjoy their learning and grow in confidence. This helps to prepare children for their transitions both within the nursery and on to other settings and secure their future learning and readiness for school.

### **The effectiveness of the leadership and management of the early years provision**

Staff have increasing understanding of their responsibilities in meeting the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They are becoming more aware of the importance of assessing and monitoring the planning and delivery of the educational programmes so that each child receives enjoyable and beneficial experiences. Management and senior staff are currently reviewing and updating some of their systems due to a change of staffing and fully intend to continue to develop this further. Sound recruitment and vetting systems are in place ensuring all people working with the children are suitable to do so. Staff attend relevant training, and identify further opportunities to support their ongoing professional development. This ensures that designated roles within the nursery are appropriately deployed and staff skills are used to best effect to provide the quality service that each child deserves.

Children's safety is secured because staff demonstrate a good level of understanding of the safeguarding and welfare requirements. They have a clear understanding of the child protection procedures with detailed policies in place which include whistle blowing and the use of mobile phones and cameras. Relevant contact details are in place and valuable information is displayed in each of the rooms for staff and parents to ensure they know about their responsibilities. Following an allegation since the last inspection, processes have been reviewed and assessed thoroughly. All staff work closely with senior staff and the owner to share and support if they have concerns about a child or when dealing with

allegations. The staff have recently attended in-house training to refresh and ensure the clear processes are understood and issues are dealt with in an appropriate and timely manner. This means that current safeguarding policies and procedures are robust and support the good protection of children.

The management team and staff welcome advice and guidance and there is an exciting ethos within the nursery because most staff share a vision and are striving for excellence. They have identified their strengths and areas to improve and have many interesting plans for the future. At the regular staff meetings they discuss and focus on current legislation to help them adapt practice accordingly. Staff are working hard making improvements to the nursery and working well together through the staffing and organisational changes.

Staff understand the importance of getting to know each of the children well so that they can ensure all children's needs are met effectively. They also know the value and purpose of good communication with other professionals who are involved in children's care. For example, in order to effectively support children with special educational needs and/or disabilities, staff recognise the benefits of ensuring complementary and consistent practice. As a result, staff are establishing good links with other local provisions and continuing to develop their partnerships with parents and carers. This is in order to fully support children's care and education so that individual needs are identified and catered for effectively.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY338609
<b>Local authority</b>	Solihull
<b>Inspection number</b>	915814
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Busy Little Bees Nursery (Shirley) Limited
<b>Date of previous inspection</b>	11/01/2010
<b>Telephone number</b>	0121 744 4858

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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